



ROSARY HILL COLLEGE

alumnae bulletin

"BIDS AND BONNETS" SLATED FOR APRIL 15

FINANCIAL REPORT FROM ALUMNAE OFFICE

Since the moonshooter insert, "The Money Behind Our Colleges", is concerned with the financial health of America's colleges and universities, we thought it quite appropriate to present the following financial report.

Many members have asked what is done with the proceeds from the various activities which are carried on throughout the year. Events such as the coffee hours, evening of recollection, and the annual dance are not profit-making endeavors. They are priced so that a majority of alumnae members can participate, and expenses are usually covered by individual admission

prices.

The Christmas Party has always been a free admission event open to all alumnae, husbands, and children. The card party and/or fashion show is the only profit making function scheduled each year. Proceeds from it are used to pay for the dinners of the graduating class at the May Reception.

Active Membership in the Association is based upon a paid pledge to the annual alumnae fund campaign which kicks off each October and closes in May. In 1956, the Association adopted the annual alumnae fund program and abolished the dues system.

ALUMNAE ASSOCIATION CHECKING ACCOUNT MARINE TRUST COMPANY

Balance on hand as of July 1, 1962	\$ 109.63
Receipts	1355.30
	1464.93
Disbursements	1392.66
Balance, July 31, 1963	\$ 72.27

Betty Martin Slomka '58, Treasurer

College Expenses, Alumnae Office, 1962-63

ACCOUNT	TOTAL
Salaries - staff	7626.42
Salaries - student	230.07
MATERIALS AND SUPPLIES	
Supplies	82.34
Printing	291.28
Alumnae Bulletin	530.00
MISCELLANEOUS	
Postage	221.96
American Alumni Council	192.00
Alumnae Dinner	243.00
	\$9417.07
1962-63 ANNUAL ALUMNAE FUND	
Receipts, August 29, 1963	\$5133.00
Matching Gifts	512.00
Total	\$5645.00

Respectfully submitted, Maureen Canney '56, President

A hat fashion show and card party, "Bids and Bonnets", will be held on Wednesday, April 15, at 8 p.m. in the dining room of Lourdes Hall.

Fifty-eight tables of four will be set up for cards and a dessert buffet will be featured after the hat fashion show. Tickets are moderately priced at two dollars each.

Proceeds will be used to pay for two hundred dinners at the Graduates' Reception on May 25.

Bonnie Mayer '61 is general chairman and Judy Walker Mulroy '60 is co-chairman. Chairmen of the various committees are: Joanne Cosgrove Basil '61, general arrangements; Mary Cryslar Galvin '60, Joyce M. Miskuf '62, fashions; Pat McCarthy Hohl '60, Pat Albino McCormick '60, hospitality; Kay Doll McLeron '60, Helen Habermehl Liebler '63, refreshments; Judy Kelly Manzella '62, Grace A. Galvin '63, prizes; Margaret Kellner Hanover '60 and Mary Leberer Haberman '61, publicity.

A number of complaints regarding mailings from the Alumnae Office have been heard via the indirect route. We would like to point out that most of the mail is sent third class and is deliverable. Notices concerning Buffalo events are not always mailed to out-of-town alumnae who could not possibly attend. If you should hear of a classmate who is not receiving the *Bulletin* or other mail please write or call the office. We will immediately notify the U.S. Post Office since they will trace such items.



Have You Heard?



Class of '53-Peg Roach O'Neil

674-5646

Dolores Attea Sapienza and Clare Kuebler Mahoney are busy these days moving into their new homes.

Class of '55-Lucille Biondillo

Giardino - 836-1389

I believe the most exciting news to report from the class of '55 is that one of our classmates is making plans to embark on an "Around the World Cruise". Her departure date has not been confirmed as yet so she prefers not to have her name revealed at the present time. She assured me, however, that she is planning to attend the Alumnae dance and hopes that you all will attend to wish her a Bon Voyage. Traveling on a smaller scale were Frank and Joan Burke Busteed who have just returned from a few active days in Toronto, which is becoming a "Port for recomposure" these days. Several couples are planning a trip to the New York World's Fair in the near future. Among them, Zari Manzella Dee, Carole Rose Vukelic, Doris Oak- en Crehan and Yours Truly. Through my telephone conversations I found out that Carol Granville Lafferty, Cathy Bauman Staff, Carol Gabriel Tato, Pat Drexelius Whalen, Aggie Cavanaugh McGregor and Carm Bongiovanni Schroeder have met regularly since graduation. It's nice to know that members of the class have been able to keep in close contact over the last nine years. Hats off to Bernie DeMaria McKeon who is pursuing her masters degree in Art at the University of Georgia in Atlanta. She is the Mother of four children and is very active in the Christian Family Movement in her community. Carol Granville Lafferty and Carm Bongiovanni Schroeder are very busy these days as substitute teachers in the Buffalo schools. Congratulations to Terry Griffin who made the sport news again with her great bowling achievements. She paced the Woman's Professional Singles League at the Thruway Lanes with 214-816 for four games. Keep up the good work Terry, the class of '55 is cheering You. By the way, have you considered giving bowling lessons to frustrated classmates??

In closing may I just say that in the the near future you will be contacted for the Alumnae Dance which will be held June 27. After talking with most of you and realizing your enthusiasm for renewing college acquaintances, I feel sure that we can count on your presence.

Class of '56-Marjorie Des Jardins

Ulrich - 876-8943

Helen Hentges Dubill now resides at 38 East Hatcher Road, Phoenix, Arizona 85020. Helen is a member of the Towne Art Guild of which Mary Lou Awald Sulecki is Corresponding Secretary. These two hid their artistic talent in their student days. Mary Lou Awald Sulecki became interested in art about three years ago when she took an adult education course. She is also a member of the Kenmore Art Society, Rochester Institute of Art, and the Albright-Knox Art Society. Her work will be exhibited in April and May at various places: Boulevard Mall-April 5-11, sponsored by the Towne Art Guild; Northeast Y.M.C.A.-April 12-19, sponsored by the Amherst Artist; Carlton House-in April, sponsored by the Kenmore Art Society; Buffalo Savings Bank in Tonawanda-May 16-17. Patricia Ryan Bean, besides being a housewife and a mother of four children, is teaching music one day a week at the parish school in Owego. Margaret Dempsey Hardy, who has been a leader of the Bishops Committee for several years, has graduated to the level of instructor and was on hand at Christ the King parish to give of her talents. Speaking of the Bishop's Committee, Irene McMahon Wortman has become a visitor and is enjoying distributing literature. She is also an instructor of the area Social Christianity classes. That is the reason why she missed our Class Reunion. Irene finds these classes very worthwhile. Irene is also taking music lessons. So is Annette Meyer Karl. Our class has a very good representation in winter sports. Irene McMahon Wortman and husband, Ronald, ski two nights a week. Annette Meyer Karl engages in skating. Others often seen on the slopes are Betty Mc Laughlin, Louise Mamrod, and Marilyn Schwartz. Joan Attea Deinhart and hus-

band, Joseph, ski at Alleghany with their children ages 3, 4, and 5. Future Olympic Champs in the making? Maryann Bell Stein, husband, and children (ages 4, 5, and 6), all members of the Buffalo Skating Club, skated in earnest at the Winter Carnival April 24-26 at the Club. On the literary side-Theresa Attea Utz lauds an exciting "Beat the Champs" T.V. broadcast in the March issue of T.V. Topics. It won her a professional \$10 prize. Keep it up old girl. Did you realize that out of 50 graduates, 35 are married, 2 are religious, and 13 are career girls. There are 88 off-spring. Keep your eye on that Cradle Call column! Louise Mamrod is going to present a paper at the Convention of the American Federation of Biologists which will be held in Chicago on April 16. Yours truly will be going to Atlantic City, New Jersey on April 1 as a representative of the Gamma Epsilon Chapter of Delta Epsilon Sigma of RHC.

Class of '57-Martha Buchheit Desmond -XX2-4488

We must have been mere children when we were graduated in '57! Why, most of us are only 23 now and seven from 23 would make us... among the year's best fibbers I think! Nonetheless, seven years have slipped away more quickly than a burglar with a new set of tools and its fun to find memories as fresh and friends as close as they were that many years ago at RHC. A March gathering at Mimi Bermingham Donovan's home found Kay Kearns, Celine Cooley Kuebler, Marion Schnell Lyons, Marion Cannon Chunco, Mary Ann Kennedy O'Connell and myself playing "rememberthetime" and reliving again social and academic wonders and blunders which occurred 1954-1957 inclusive. Although we were gathered up a masterpiece of entertainment for our forthcoming reunion, recalling the many happy times of our college days proved of much more moment. Accomplishment-zero; fun-infinity! Twenty pounds less of Kay Kearns was present (Celine says she disappears when she stands sideways). Kay is still working with unwed mothers at Our Lady of Victory Infant Home. Celine, in addition to



The Money Behind Our Colleges

ARE AMERICA's colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

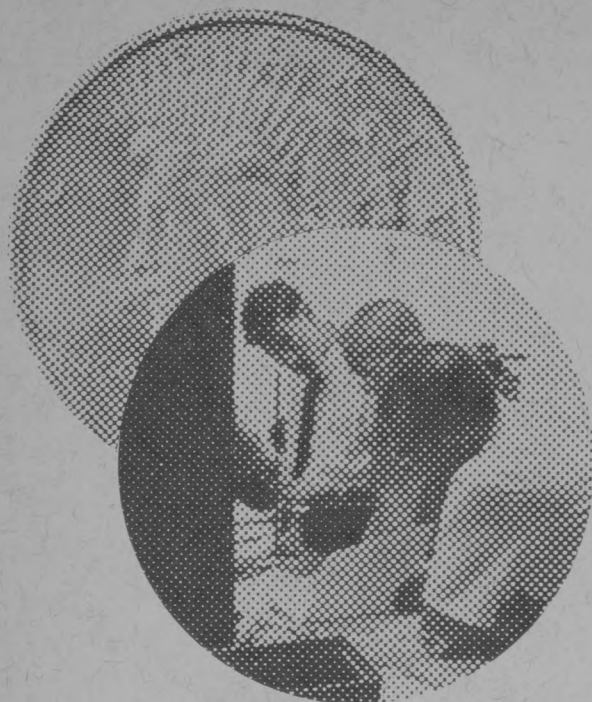
Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may “revolt”?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the “threat” groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of “right” answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for “insiders,” alone. Everybody has a stake in it.



Where U.S. colleges and universities get their income

THESE DAYS, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

HOW DO colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than \$7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

“Private” institutions of higher education, for example, receive enormous sums of “public” money—including more federal research funds than go to all so-called “public” colleges and universities.

And “public” institutions of higher education own some of the largest “private” endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

- 20.7% came from student tuition and fees.
- 18.9% came from the federal government.
- 22.9% came from state governments.
- 2.6% came from local governments.
- 6.4% came from private gifts and grants.

9.4% was other educational and general income, including income from endowments.

17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.



PRIVATE INSTITUTIONS:
34.3% of their income
comes from student fees.

from Students 20.7 per cent

LAST FALL, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962-63 was \$170 per year. For those attending private institutions, the median was \$690—four times as high.

There were such differences as these:

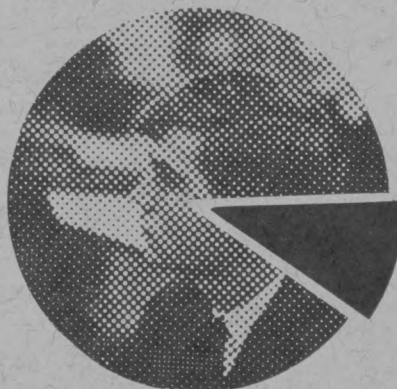
In public universities, the median charge was \$268.

In public liberal arts colleges, it was \$168.

In public teachers colleges, it was \$208.

In public junior colleges, it was \$113.

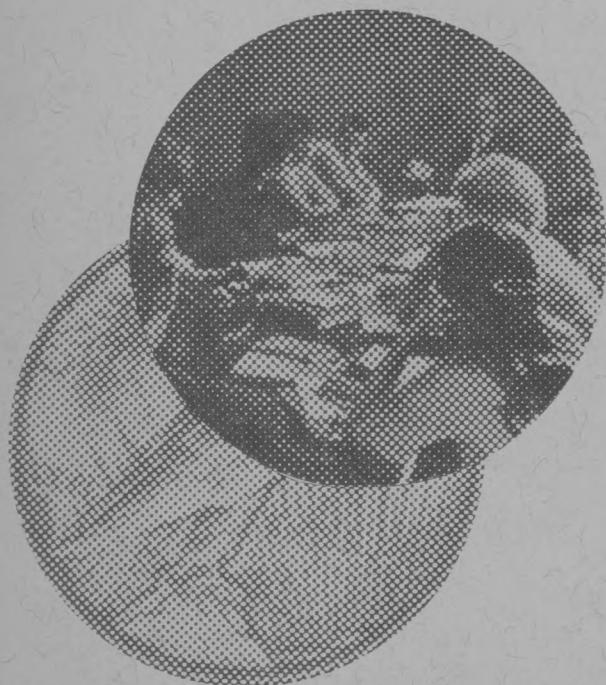
Such educational fees, which do not include charges for meals or dormi-



PUBLIC INSTITUTIONS:
10% of their income
comes from student fees.

TUITION continued

Are tuition charges becoming too burdensome?



tory rooms, brought the nation's public institutions of higher education a total of \$415 million—one-tenth of their entire current-fund income.

By comparison:

In private universities, the median charge was \$1,038.

In private liberal arts colleges, it was \$751.

In private teachers colleges, it was \$575.

In private junior colleges, it was \$502.

In 1961-62, such student payments brought the private colleges and universities a total of \$1.1 billion—more than one-third of their entire current-fund income.

From all students, in all types of institution, America's colleges and universities thus collected a total of \$1.5 billion in tuition and other educational fees.

NO NATION puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for *all* private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

CAN THE RISE in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:

"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

"This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not. . . ."

Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.



**Or should students
carry a heavier
share of the costs?**

CONTINUED

TUITION continued



PRIVATE INSTITUTIONS:
1.4% of their income
comes from the states.

22.9 per cent from States



PUBLIC INSTITUTIONS:
39.7% of their income
comes from the states.

"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of \$200 in 1962-63 to \$230, five years later. In the previous five years, the median tuition had increased from \$150 to \$200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

THE ONLY alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

COLLEGES and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of \$3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: \$1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly \$1.4 billion—all but \$262 million was earmarked for research.)

STATES HAVE HAD a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.

THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was \$4.1 billion. Of this total, state and local governments supplied more than \$1.8 billion, or 44 per cent. To this must be added \$790 million in capital outlays for higher education, including \$613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure



**Will state taxes
be sufficient to meet
the rocketing demand?**

CONTINUED

STATE FUNDS continued

State Tax Funds For Higher Education

	Fiscal 1963	Change from 1961	
Alabama.....	\$22,051,000	-\$346,000	- 1.5%
Alaska.....	3,301,000	+ 978,000	+42%
Arizona.....	20,422,000	+ 4,604,000	+29%
Arkansas.....	16,599,000	+ 3,048,000	+22.5%
California....	243,808,000	+48,496,000	+25%
Colorado.....	29,916,000	+ 6,634,000	+28.25%
Connecticut...	15,948,000	+ 2,868,000	+22%
Delaware.....	5,094,000	+ 1,360,000	+36.5%
Florida.....	46,043,000	+ 8,780,000	+23.5%
Georgia.....	32,162,000	+ 4,479,000	+21%
Hawaii.....	10,778,000	+ 3,404,000	+46%
Idaho.....	10,137,000	+ 1,337,000	+15.25%
Illinois.....	113,043,000	+24,903,000	+28.25%
Indiana.....	62,709,000	+12,546,000	+25%
Iowa.....	38,914,000	+ 4,684,000	+13.5%
Kansas.....	35,038,000	+ 7,099,000	+25.5%
Kentucky.....	29,573,000	+ 9,901,000	+50.25%
Louisiana....	46,760,000	+ 2,203,000	+ 5%
Maine.....	7,429,000	+ 1,830,000	+32.5%
Maryland.....	29,809,000	+ 3,721,000	+20.5%
Massachusetts.	16,503,000	+ 3,142,000	+23.5%
Michigan.....	104,082,000	+ 6,066,000	+ 6%
Minnesota....	44,058,000	+ 5,808,000	+15.25%
Mississippi...	17,500,000	+ 1,311,000	+ 8%
Missouri.....	33,253,000	+ 7,612,000	+29.5%

continued opposite

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;

2) The efficiency and effectiveness of the tax system; and

3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

TO SOME Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

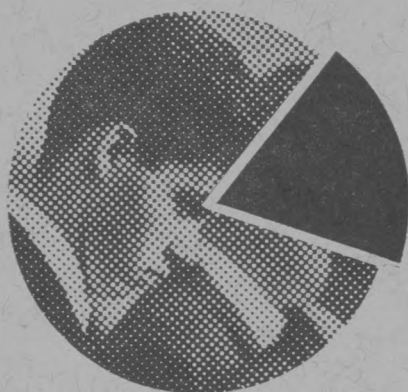
"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation. . . . By pooling resources, all may be strengthened. . . . In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."



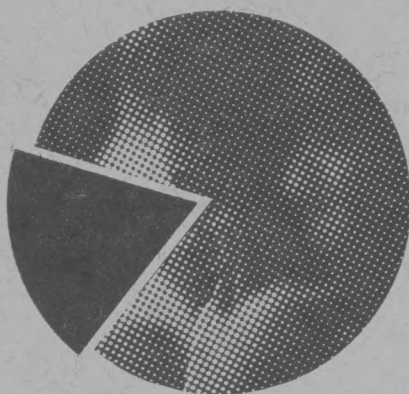
	Fiscal 1963	Change from 1961	
Montana	\$11,161,000	—\$ 70,000	— 0.5%
Nebraska	17,078,000	+ 1,860,000	+12.25%
Nevada	5,299,000	+ 1,192,000	+29%
New Hampshire	4,733,000	+ 627,000	+15.25%
New Jersey . . .	34,079,000	+ 9,652,000	+39.5%
New Mexico . .	14,372,000	+ 3,133,000	+28%
New York	156,556,000	+67,051,000	+75%
North Carolina	36,532,000	+ 6,192,000	+20.5%
North Dakota .	10,386,000	+ 1,133,000	+12.25%
Ohio	55,620,000	+10,294,000	+22.5%
Oklahoma	30,020,000	+ 3,000,000	+11%
Oregon	33,423,000	+ 4,704,000	+16.25%
Pennsylvania . .	56,187,000	+12,715,000	+29.5%
Rhode Island . .	7,697,000	+ 2,426,000	+46%
South Carolina	15,440,000	+ 2,299,000	+17.5%
South Dakota . .	8,702,000	+ 574,000	+ 7%
Tennessee	22,359,000	+ 5,336,000	+31.25%
Texas	83,282,000	+16,327,000	+24.5%
Utah	15,580,000	+ 2,441,000	+18.5%
Vermont	3,750,000	+ 351,000	+10.25%
Virginia	28,859,000	+ 5,672,000	+24.5%
Washington . . .	51,757,000	+ 9,749,000	+23.25%
West Virginia . .	20,743,000	+ 3,824,000	+22.5%
Wisconsin	44,670,000	+ 7,253,000	+19.5%
Wyoming	5,599,000	+ 864,000	+18.25%
TOTALS	\$1,808,825,000	+\$357,499,000	
WEIGHTED AVERAGE			+24.5%

CONTINUED

18.9 per cent from Washington



PRIVATE INSTITUTIONS:
19.1% of their income
comes from Washington.



PUBLIC INSTITUTIONS:
18.6% of their income
comes from Washington.

I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between \$1 billion and \$2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of \$1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed \$10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed \$90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly \$104 million. In addition, around 20,000 graduate students served as paid assistants on government-sponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than \$1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

Grants for research facilities and equipment totaled \$98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a \$1.195 billion college aid program and, said President

**Can federal dollars
properly be called
federal "aid"?**



FEDERAL FUNDS continued



38%
of Federal research funds
go to these 10 institutions:

U. of California	U. of Illinois
Mass. Inst. of Technology	Stanford U.
Columbia U.	U. of Chicago
U. of Michigan	U. of Minnesota
Harvard U.	Cornell U.



59%
of Federal research funds
go to the above 10 + these 15:

U. of Wisconsin	Yale U.
U. of Pennsylvania	Princeton U.
New York U.	Iowa State U.
Ohio State U.	Cal. Inst. of Technology
U. of Washington	U. of Pittsburgh
Johns Hopkins U.	Northwestern U.
U. of Texas	Brown U.
	U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a \$236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately \$9.2 million in fiscal 1962. Samples: A \$2 million National Science Foundation program to improve the content of science courses; a \$2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a \$2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than \$7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about \$26 million. The State Department paid nearly \$6 million to support more than 2,500 foreign students on U.S. campuses, and an additional \$1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*."

"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?



90%

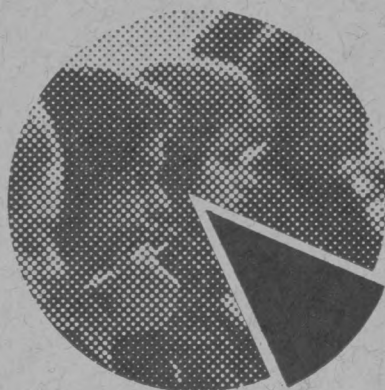
**of Federal research funds
go to the 25 opposite + these 75:**

Pennsylvania State U.	Wayne State U.
Duke U.	Baylor U.
U. of Southern Cal.	U. of Denver
Indiana U.	U. of Missouri
U. of Rochester	U. of Georgia
Washington U.	U. of Arkansas
U. of Colorado	U. of Nebraska
Purdue U.	Tufts U.
George Washington U.	U. of Alabama
Western Reserve U.	New Mexico State U.
Florida State U.	Washington State U.
Yeshiva U.	Boston U.
U. of Florida	U. of Buffalo
U. of Oregon	U. of Kentucky
U. of Utah	U. of Cincinnati
Tulane U.	Stevens Inst. of Technology
U. of N. Carolina	Oklahoma State U.
Michigan State U.	Georgetown U.
Polytechnic Inst. of Brooklyn	Medical Col. of Virginia
U. of Miami	Mississippi State U.
U. of Tennessee	Colorado State U.
U. of Iowa	Auburn U.
Texas A. & M. Col.	Dartmouth Col.
Rensselaer Polytechnic Inst.	Emory U.
U. of Kansas	U. of Vermont
U. of Arizona	Brandeis U.
Vanderbilt U.	Marquette U.
Syracuse U.	Jefferson Medical Col.
Oregon State U.	Va. Polytechnic Inst.
Ga. Inst. of Technology	U. of Louisville
U. of Virginia	Kansas State U.
Rutgers U.	St. Louis U.
Louisiana State U.	West Virginia U.
Carnegie Inst. of Technology	U. of Hawaii
U. of Oklahoma	U. of Mississippi
N. Carolina State U.	Notre Dame U.
Illinois Inst. of Technology	U. of New Mexico
	Temple U.

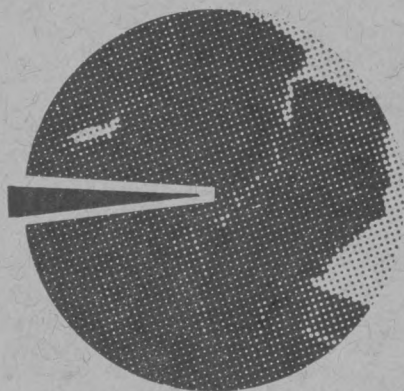
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This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants



PRIVATE INSTITUTIONS:
11.6% of their income
comes from gifts and grants.



PUBLIC INSTITUTIONS:
2.3% of their income
comes from gifts and grants.

AS A SOURCE of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

FROM 1954-55 through 1960-61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than \$2.4 billion in voluntary gifts.

Major private universities received \$1,046 million.

Private coeducational colleges received \$628 million.

State universities received nearly \$320 million.

Professional schools received \$171 million.

Private women's colleges received \$126 million.

Private men's colleges received \$117 million.

Junior colleges received \$31 million.

Municipal universities received nearly \$16 million.

Over the years covered by the CFAE's surveys, these increases took place:

Gifts to the private universities went up 95.6%.

Gifts to private coed colleges went up 82%.

Gifts to state universities went up 184%.

Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

General welfare foundations gave \$653 million.

Non-alumni donors gave \$539.7 million.

Alumni and alumnae gave \$496 million.

Business corporations gave \$345.8 million.

Religious denominations gave \$216 million.

Non-alumni, non-church groups gave \$139 million.

Other sources gave \$66.6 million.

All seven sources increased their contributions over the period.

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require \$9 billion per year by 1969-70, for educational and general expenditures, endowment, and plant expansion. This would be 1.3 per cent of an expected \$700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

Business corporations will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969-70 total: \$508 million.

Foundations will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$520.7 million.

Alumni will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$591 million.

Non-alumni individuals will increase their contributions at a rate of 12.6 per cent a year. Their 1969-70 total: \$524.6 million.

Religious denominations will increase their contributions at a rate of 12.7 per cent. Their 1969-70 total: \$215.6 million.

Non-alumni, non-church groups and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969-70 total: \$62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969-70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."



**Coming: a need
for \$9 billion
a year. Impossible?**

CONTINUED

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled \$196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.) Copyright © 1964 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without express permission of the editors. Printed in U.S.A.

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Tulane University

MARALYN O. GILLESPIE
Swarthmore College

L. FRANKLIN HEALD
The University of New Hampshire

CHARLES M. HELMKEN
American Alumni Council

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Massachusetts Institute of Technology

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Sweet Briar College

CHESLEY WORTHINGTON
Brown University

CORBIN GWALTNEY
Executive Editor

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teaching fourth grade in the Frontier system and becoming "housewife of the year" is taking graduate courses twice a week. Capt. Ronald Chunco, U.S. Army, has sent wife Marion Cannon Chunco back to Buffalo while he does duty in Korea. Marion and her three children (one, very new) are at home on LaSalle Ave until Ronnie returns in about eight months. Marion Schnell Lyons and spouse Jerry are constantly busy making 99 E. Morris Ave. the most beautiful house alive, Marion figures about 50 years should do it. OUTFLOWERS: Joanne Palisano Seminara writes about special valentine Peter Samuel making Seminara no. 4. "Our house seems like a nursery school for boys—what pandemonium!" Anne Bittar Christman has accepted a phys-ed, math teaching position at Waukegan's Jack Benny Junior High School. She is active as mother of 20 month old Mary Anne and as "Ways and Means Chairman" of her parish Women's Club. Husband Tom is busy attending Naval reserve and studying for his Master's degree in Business Administration. Anajean Zurek Hauber says housewifery is as time consuming in California as it is in N.Y. but she manages to teach C.C.D. courses during the week and totes her small daughter happily along. (You've heard of the Montessori method? This is the Zurek plan!) Rumors reveal that Dorothy Shepherd is enjoying New York and vice versa.

THISANDTHAT: Joanne Coppola Pasco accepted a full time teaching position with the Tonawanda system for the second semester. Mary Lou Orlando Riso is looking forward to the Fall when her oldest, Lynn, will be off to school. Her husband Frank is now a Hearing Reporter for Workman's Compensation. "It's hard but good preparation for his hoped for future as a court reporter." If you chanced into Jaine's Youth Center at the Boulevard Mall during the Easter holidays that nice little clerk was probably Evie Cappellini McDonald. She and E. Rabbitt were in cahoots there. Mimi Birmingham Donovan left baby Kevin with grandma while she and Tom basked in the February Florida sun for ten days. Mary Jane Sullivan Kelley, the Bluebirds answer to Eleanor Roosevelt sighs, "nothing newsworthy, but I could fill pages with things I'd like to do!" (Me too.)

The best news is of course that I heard no bad news and what could be

better for the Class of '57 or for any class? Of course, I'm only 23 and...

Class of '58 - Delia McAuliffe

-TF4-4803

It must have been a slow, ordinary winter in most households since I wasn't able to ferret out too many newsworthy items. But, operating on the assumption that "no news is good news", I'll report what I have and be grateful for it. A quick phone call or a post card will always be welcome when you have some news you'd like to share with the rest of us. Notes from our out-of-towners indicate that this is the only way they feel they are really "keeping in touch" so let's not disappoint them. Jo Ellen Baldwin Fasanello is about to join the ranks of the "Out-of-Towners". Come next summer, she and Sibby and family will set up housekeeping for two years at the Fort Devens Army base in Massachusetts. Sibby will work at the U.S. Army hospital there. I finally found out why my letter (5 pages, yet) to Mary Rogers Wagner was returned to me from the Youngstown, Ohio address. That address too, is changed, and the correct one is 21 Callahan Rd. Canfield, Ohio 44406. Bill and Sue Formhals Holcomb have moved from their St. Lawrence Ave. address to their new home at 86 Hodge. The McAuliffe household was incredibly quiet during Easter week as my husband and I were able to soak up some Florida sunshine while two good friends took care of our three children.

Class of '59 - Clare Siegel Carlson

-876-6184

The Class reunion was a big success with over 20 girls attending. Mary Kay Little Spilman flew in with her three children for the occasion and spent several days visiting friends. She, children, and Martha Miller Woodin spent an afternoon at Rosary Hill visiting instructors. Pat O'Neill Wojcinski and family have moved into their new home at 175 Harris Court, Depew. Maureen Kelly McDonagh, Pat, and children John and Meaghan are now at 62 Shedell Place, Auburn, New York. June Makey Bossman is in Machias, Maine where Owen is stationed at U.S. Naval Radio Station, 04630. On the move again, Mary Lou Campbell and Barbara Schnell plan a cruise to Nassau at Easter. Pat Wilkiewicz is still undecided as to an Easter in Puerto Rico or Florida; Mary Ann, Ken, and

Mark Gerstle will visit his family in Louisville, Kentucky for the holidays.

Class of '62 - Mary Jane McMahon

-835-2196

Barbara Zimmerman's original plan after graduation was to join the Peace Corps and her assignment was Bornea. For health reasons she was forced to leave the Peace Corps and taught for a year in Hawaii. In August, 1963, she began her return trip home with a tour of the world. Tokyo was her starting point and there she studied at the University of Tokyo while living with a Japanese ambassador and his family in true Japanese style embracing customs, food and dress. From there she embarked upon a tour of Osaka, Thailand, and Burma. Before returning to the United States, sometime in late spring, she will visit Asia and tour the continent of Europe. Her friends eagerly await her return in order to relive vicariously the excitement, joys, and strife of one woman, Barbara Zimmerman. Gretchen Fraunheim Rehak and her husband, James, now reside at 238 Burroughs Drive in Snyder. Kathleen Colquhoun Greco and husband Gary have moved back to Buffalo from New York City and plan to reside in their new home. Jeanne Senechal Farnan, Janet Lukasik LeVan, and Agnes Joyce are broadening their knowledge by studying under Father Gerencer in Great Systems while Sheila Cleary Griffin is studying Ontology. Susan Weglikowski Fox of Albuquerque, New Mexico spent a few weeks visiting her parents in Buffalo. Martha Shalala will spend Easter in Florida. Virginia Ward will be skiing at Aspen, Colorado. Jacqueline Moore has just returned from a 3 week skiing-touring vacation in Europe. Jane Szpylman who is working at the Food and Drug Administration Laboratory in Buffalo is being sent by the Lab to Georgetown University, Washington, D.C. for a three-month institute in advanced analytical chemistry with all expenses paid.

Class of '63 - Joanne Finaldi

-839-3425

Since our last issue, we find that many classmates have been visiting each other. Judy Gorny Balcerzak and her husband traveled to Indiana to spend a few days with Rhett Saia Greenman and her husband. Margie Drake Secki of Arizona and Marilyn Lorenz Guercio of California were able to visit each other, and Grace Galvin was able to see

Margie Secki on her visit to Arizona. Anne Reagan spent the Easter Holidays with Maureen Connolly in Columbus, Ohio. Chris Napier gets to see Minnie Mitchell because Minnie is presently a medical Librarian in Allegheny, New York. Word comes from Bobbie Phillips Cuddihy that she enjoys living in the city of Rochester, N.Y. Lorie Mayers spent a week-end in Buffalo and Mary Jo Hezel Malley of Boston, returned for a Buffalo visit during the month of February. Mary Jo has plans of returning for a few months this Fall. It has been heard that Penny Lips is enjoying her residency in New England. Locally, Bunny Dotterweich is still active in School Variety Shows. Now however, she takes part in the Parent-Teacher skits. Speaking of shows, Anita Molenda is directing the school play at J.F.K. High School in Sloan. And, what is the play? None other than "Auntie Mame". Kathleen Kinsella is now residing in Virginia where she works for the C.I.A. Atlantic City saw Helen Habermehl Liebler as a representative of the Gamma Epsilon Sigma. May I again remind you, that I love to receive letters and calls on anything that's happening in your life. And now, may I mention from my life, that yours truly and Joe Senall have only 27 weeks until our wedding.

RECEPTION PLANNED FOR LARGEST GRADUATING CLASS

Mary Lou Campbell '59, chairman of the Graduates' Reception and dinner has announced that it will take place on Monday, May 25, at 6:30 p.m.

FROM THE PLACEMENT OFFICE

The Placement Office is at your disposal for job hunting and is in daily contact with employers who make inquiries about Rosary Hill graduates applying for a position.

It is standard procedure for prospective employers to request, from the Placement Office, a confidential folder on an applicant. Since an employer expects the folder to contain current information, a problem has arisen. The folders have not been kept up to date and contain information only applicable to graduation. Occasionally the folders are non-existent.

If you are changing positions or have returned to work (even on a part time basis, such as substitute teaching), notify Miss Mary Ann Stegmeier of your post graduate experience. Use the following form as an outline:

EXPERIENCE:

(chronological order - include part time and volunteer work)

1. Job Title Name of Employer Address Dates
2. Immediate Supervisor to whom we may refer for a rating of work performed.

This year there are 193 candidates for degrees making it another record reception for the Association. Usually a very large number of alumnae attend the dinner. Last year there were over eighty members plus the Sister faculty who were the guests of the Association.

Punch will be served at 6:30 p.m. in the lounge of Lourdes Hall and dinner will immediately follow in the dining room. The charge will be \$3.50 and your mail in early May will contain details on making reservations.

Make plans to attend with your classmates.

JUNE DANCE ANNOUNCED

Chairman, Mary Kay Pepe Poppenberg '61 and co-chairman, Judy Jenkins Kilroy '61 have announced plans for the annual alumnae dance on Saturday, June 27.

This dance will be different from all other alumnae dances. The Executive Motel will be the place where dancing to the music of Harry Miller's Combo (of the Park Lane) will take place from 10 p.m. to 2 a.m. A midnight buffet will be served.

Ticket chairman, Joanna Coppola Pasco '57 and co-chairman, Mary Lou Orlando Riso '57 take pleasure in announcing that the ticket price is only \$8.00 per couple which covers everything but your preferred beverage.

It is hoped that various members will hold pre-dance cocktail parties for their classmates.

Watch your May mail for more details and contact your classmates and make up a table now.

GRADUATE STUDY:

School or University Dates Courses or Program of Study

When Miss Stegmeier receives this information, she will bring the folder up to date or will compose a brief folder for you. It will then be ready to be sent when a prospective employer requests it. The situation may be embarrassing when credentials cannot be furnished.

Follow these simple steps and it will save you time and energy when seeking employment. Most important it will assist an employer in evaluating your qualifications.

JOB OPPORTUNITIES:

Rome, Italy - Elementary Teacher: For a period of two years. BA degree and certification in elementary education. Further information available in the Placement Office.

Opportunities at the University of Rochester- Research, Secretarial, Library, Personnel, Accounting, Junior Administrators. A recruiter will be on campus Friday, April 17 at 10:30 A.M. Call the Placement Office for an appointment.

Associate Dean, Women-California: (\$7764. - \$8988.) Doctors degree preferred, Masters acceptable in areas of psychology, business, social studies or education. Some experience preferred. Must enjoy working with college-age people and be willing to work the irregular hours found in a college setting. Position open July 1, 1964.

Musicians needed in Jamestown: In an effort to overcome this shortage, the Jamestown Civic Orchestra has established a placement service for teachers and others who play a musical instrument (especially stringed). Send resume to Edward Turner, Conductor, Jamestown Civic Orchestra, 600 Hunt Road, Jamestown, New York.

Medical Technologist: Full Time in Buffalo area. Salary \$5000. - \$5200.

Medical Secretary: Linwood area. Excellent typist, no shorthand, make appointments, etc.

Part Time Recreation Leader: Two afternoons or evenings. Group age - 5, 6, 7 & 8.

Assistant Director of a small industrial concern: Position involves typing, advertising, cataloging, public relations, availability for overtime when necessary. Background in Mathematics or Physics desirable.

Elementary Teacher, Grade 6 - Parochial School in Greenville, South Carolina.

Japan - Teach English: A two year commitment, passage both ways is guaranteed by the YBU-the Good Shepherd Movement. Work involves teaching English at one of the three YBU Catholic Centers in Kyoto. It is a wonderful way to see Japan and meet its people. Write to: Father O'Donoghue, Villa Maria, Sakyo, P.O. Box 14, Kyoto, Japan.

East Africa, Teaching Opportunities: Teachers of Biology, Chemistry, English, geography, History, Mathematics and Physics. Write to: Teachers for East Africa, Teachers College, Columbia University, New York, New York 10027.

Trust Territory of the Pacific Islands - Carolina, Marshall and Mariana Islands - **Secondary and Elementary Teaching positions:** Salary \$5628. plus the appropriate living quarters allowance. Applications, which are available in the Placement Office, should be addressed to the Personnel Office, Trust Territory of the Pacific Islands, Saipan, Mariana Islands.

School Principal, elementary: Minimum qualifications are five years of classroom teaching experience in elementary grades; certificate for service as an elementary school principal, Masters Degree. Contact Dr. Maurice Friot, Superintendent of Schools, North Tonawanda Public Schools, 236 Goundry Street, North Tonawanda, New York.

CRADLE CALL

Janet Conley Lang '54- Ann Mary 1/31/64, Mary Ann Kennedy O'Connell '57 - Michael 2/8/64, Isabelle Mercer Murphy '58 - Gregory John 2/27/64 Anna Rosati Pitzo '53 - Thomas Edward 11/11/63, Patricia Drexelius Whalen '55 - Patricia 9/25/63, Zari Manzella Dee '55 - Ann* Catherine 10/10/63, Aggie Cavanaugh McGregor '55 - Norine Marie 1/5/64, Grace Ritz Amigone '59 - Daniel D. III 7/8/63, Sally Farrell Macaluso '59 - Susan 12/31/63, Barbara Metz Barber '62 - Amy Elizabeth 1/4/64, Ann Deck Hamilton '53 - Daniel Frances 11/11/63, Patricia Corcoran Schmidt '56 - Joseph Charles 1/23/64, Gretchen Klausman Schumacher - John J., Ann Lalley Conley - son, Carol Sulecki Arns - Paul 3/15/64, Martha Moden Cole '61 - Jennifer Christine 3/19/64, Maureen Castine Chandler '56 - Patricia Jane 3/16/64, Rosalie Andolina Calucci '57 - Carla Ann 1/5/64, Sue Moore Martin '57 - Mary Frances (Mollie) 3/7/64, Marion Cannon Chunco '57 - Patricia Joan 2/22/64, Joanne Palisano Seminara '57 - Peter Samuel 2/14/64.

IN MEMORIAM

David A. Ungerer, brother of Virginia I. Ungerer '58, 4/18/63, Mrs. Jenkins, Mother of Judy Jenkins Kilroy '61, 11/27/63, Mrs. G. Runfola, Mother of Katherine Runfola Reilly '61, 1/2/64, Mr. R. George Kaminsky, Father of Suzanne Kaminsky '54, 1/2/64, Dr. Joseph Drexelius, Father of Geraldine Drexelius Kennedy '54, 2/22/64, Mr. John H. Bradford, Father of Camilla Bradford Ryan '53, 3/10/64, Mr. Edward G. O'Brien, Father of Joanne P. O'Brien '62, 3/10/64.

ALUMNAE FUND SHORT OF GOAL

Even though 504 alumnae or 75% of the 669 lay graduates residing in America have pledged \$6,203.60 to the Annual Alumnae Fund, the goal of \$6,500 has yet to be realized. This report is of March 20th. The majority of alumnae not responding to the appeal are from the out-of-town area where personal solicitation is not carried on.

Katie Koessler Juhasz '62, general Chairman, noted that pledges are still being received in the Alumnae Office and that if any member wishes to increase the size of her pledge, there is still time to do it before the books close the first week in May.

ALUMNAE FUND BREAKDOWN

Class	Number in class	Number Pledged	Amount Pledged	% of Participation	Average Gift
1952	24	20	493.00	83	24.65
1953	32	26	299.00	81	11.50
1954	39	25	318.00	64	12.72
1955	36	29	317.00	80	10.93
1956	48	42	469.00	88	11.16
1957	42	34	406.00	80	11.94
1958	48	34	320.00	70	9.41
1959	41	30	427.00	73	14.23
1960	72	56	632.50	72	11.29
1961	78	45	620.00	60	13.77
1962	105	80	1,016.10	76	12.70
1963	117	83	831.00	70	10.01
Total	683	504	6,148.60	75	12.20
			6,203.60 X		

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